

# STATE NORMAL SCHOOL SALEM MASSACHUSETTS

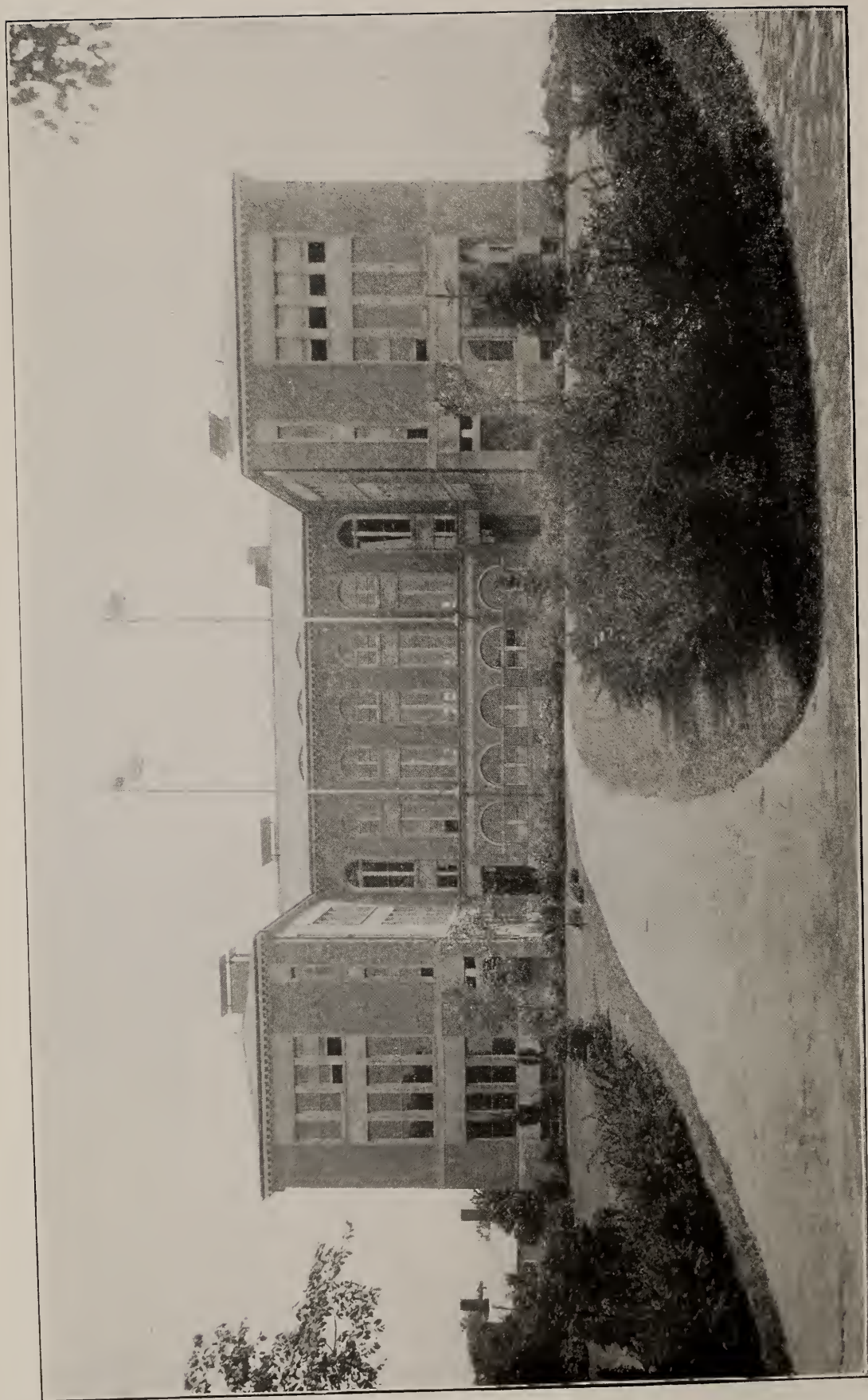


SIXTIETH YEAR

1913-1914







STATE NORMAL SCHOOL, SALEM

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SIXTIETH YEAR

1913-1914

APPROVED BY  
THE STATE BOARD OF PUBLICATION.



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## INSTRUCTORS

### The Normal School

JOSEPH ASBURY PITMAN . . . . .	PRINCIPAL
Pedagogy	
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JESSIE PUTNAM LEAROYD . . . . .	English
CHARLES FREDERICK WHITNEY . . . . .	Drawing and practical arts
MARY ALICE WARREN . . . . .	Physical training, physiology and hygiene
GERTRUDE BROWN GOLDSMITH, A.B. <sup>1</sup> . . . . .	Nature study, gardening, psychology
HELEN HOOD ROGERS . . . . .	Children's literature, reading
FRED WILLIS ARCHIBALD . . . . .	Music
HARRIET EMMA PEET . . . . .	Literature, arithmetic
LOUISE CAROLINE WELLMAN . . . . .	Secretary
SUMNER WEBSTER CUSHING, S.B., A.M. . . . .	Geography, geography of commerce, industrial geography, commercial literature
CHARLES ELMER DONER . . . . .	Penmanship
ETHEL ALMIRA MORSE, B.A. . . . .	Typewriting, correspondence, shorthand
GENORIE PALMER SOLOMON . . . . .	Assistant, manual arts and English
ALEXANDER HUGH SPROUL, B.S., M.S. . . . .	Bookkeeping, commercial law, econom- ics, history of commerce, pedagogy
ETHEL AUGUSTA ROLLINSON . . . . .	Shorthand, bookkeeping, commercial arithmetic
LAURA TURNER COOPER, B.A., M.A. . . . .	United States history, civics, general history, literature
CARRIE BERYL JOHNSON . . . . .	Assistant, arithmetic and reading
LYMAN RICHARDS ALLEN, S.B. . . . .	Psychology
CARL ORTWIN SAUER, A.B. <sup>2</sup> . . . . .	Practical science, industrial science, geography

### The Training School

LYMAN RICHARDS ALLEN, S.B. . . . .	Director
CLARENCE STODDARD GOLDSMITH . . . . .	Assistant to the director
Practical arts	
AMALIE KNOBEL . . . . .	Grade eight
MARY MAUD REED, B.E. . . . .	Grades seven and six
MAY LILLIAN PERHAM . . . . .	Grades five and four
MARY ELIZABETH JAMES . . . . .	Grades three and two
GERTRUDE ISABEL BIGELOW . . . . .	Grade one and kindergarten
ALICE MARTHA WYMAN . . . . .	Kindergartner and assistant in primary grades
EDITH MARION CHILDS . . . . .	Household arts; assistant in intermediate grades

### The Farms School, Marblehead

_____ . . . . .	Ungraded
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<sup>1</sup> Absent on leave. Substitute, Florence O'Neil Hastings, A.B.

<sup>2</sup> Temporary instructor.



Additional practice for students in the elementary department is obtained in approved schools in Beverly, Brockton and Newton.

The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School, the Salem High School, the Lynn English High School, the Newton Technical High School, and the Washington Grammar School, Beverly.

Business practice is obtained in the offices of several important firms in Boston and Salem.

## OFFICERS

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### Officers of the Salem Normal Association, 1913-1916

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GENORIE P. SOLOMON	.	.	.	.	.	<i>Vice-President</i>
HELEN LEAROYD	.	.	.	.	.	<i>Secretary and Treasurer</i>



## CALENDAR FOR 1914 = 1915

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### Spring Recess

From close of school on Friday, February 27, 1914, to Monday, March 9, 1914, at 9.30 A.M.

From close of school on Friday, May 1, 1914, to Monday, May 11, 1914, at 9.30 A.M.

### Graduation Week, 1914

Friday evening, June 12, reception of the graduating class

Tuesday morning, June 16, at 10.30 o'clock, graduation

Tuesday afternoon and evening, the class play

Thursday evening, June 18, the class banquet

### First Entrance Examinations <sup>1</sup>

Thursday, June 18, 1914

<i>Morning</i>	<i>Afternoon</i>
8.30- 8.45 Registration	1.30-2.30 Geometry
8.45-10.30 English	2.30-4.00 Latin, Arithmetic
10.30-11.30 History	4.00-5.00 General Science
11.30-12.30 Algebra	

Friday, June 19, 1914

<i>Morning</i>	<i>Afternoon</i>
8.15- 8.30 Registration	1.30-2.30 Chemistry, Physics
8.30- 9.30 Drawing, Stenography	2.30-3.30 Physiology. Book-keeping
9.30-11.00 French, German, Current Events	3.30-4.30 Biology, Botany, Zoology
11.00-12.00 Physical Geography, Commercial Geography	4.30-5.30 Domestic Science or Manual Training

### Second Entrance Examinations <sup>1</sup>

Tuesday and Wednesday, September 8 and 9, 1914  
(Hours and order as above)

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<sup>1</sup> See page 11.

**Beginning of School Year**

Thursday, September 10, 1914, at 9.30 A.M.

**Thanksgiving Recess**

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following Tuesday, at 9.30 A.M.

**Christmas Recess**

From 3.00 P.M. on Wednesday, December 23, 1914, to Monday, January 4, 1915, at 9.30 A.M.

**Beginning of Second Half-Year**

Monday, February 1, 1915

**Spring Recess**

From close of school on Friday, February 26, 1915, to Monday, March 8, 1915, at 9.30 A.M.

From close of school on Friday, April 30, 1915, to Monday, May 10, 1915, at 9.30 A.M.

**Graduation**

Tuesday, June 23, 1915, at 10.30 A.M.

**First Entrance Examinations**

Thursday and Friday, June 25 and 26, 1915.  
(Hours and order as above)

**Second Entrance Examinations**

Tuesday and Wednesday, September 7 and 8, 1915.  
(Hours and order as above)

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NOTE. — The daily sessions of the school are from 9.30 to 12.35 and from 1.35 to 3 o'clock. The regular weekly holiday of both the normal and the training school is on Saturday. The telephone call of the normal school is Salem, 375; of the training school, Salem, 344. The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.



# STATE NORMAL SCHOOL

SALEM, MASSACHUSETTS

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## AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

## REQUIREMENTS FOR ADMISSION <sup>1</sup>

I. Candidates for admission must have attained the age of seventeen years, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high

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<sup>1</sup> See also page 38.

school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein (*on the printed form provided by the school*), and such additional evidence of qualification for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under A, B and C, amounting to fourteen units, ten of which units, however, must be in subjects given under A and B, secured either by examination or certification. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units

(1) English literature and composition . . . . . 3 units

B. *Elective Subjects.* — At least seven units from the following subjects: —

- |   |              |
|---|--------------|
| (2) Algebra . . . . .   | 1 unit       |
| (3) Geometry . . . . .  | 1 unit       |
| (4) History, ancient, mediæval and modern, English,<br>American, including civics or current events . . . . . | 1 or 2 units |
| (5) Latin . . . . .   | 2 to 4 units |
| (6) French . . . . .  | 2 to 3 units |
| (7) German . . . . .  | 2 to 3 units |
| (8) Drawing <sup>1</sup> . . . . .  | 1 unit       |
| (9) Physics . . . . .   | 1 unit       |
| (10) Chemistry . . . . .  | 1 unit       |
| (11) Biology, botany or zoölogy <sup>1</sup> . . . . .  | 1 unit       |
| (12) Physical geography <sup>1</sup> . . . . .  | 1 unit       |
| (13) Physiology and hygiene <sup>1</sup> . . . . .  | 1 unit       |
| (14) General science . . . . .  | 1 unit       |
| (15) Stenography . . . . .  | 1 or 2 units |
| (16) Bookkeeping . . . . .  | 1 unit       |
| (17) Domestic science or manual training . . . . .  | 1 unit       |
| (18) Commercial geography <sup>1</sup> . . . . .  | 1 unit       |
| (19) Arithmetic <sup>1</sup> . . . . .  | 1 unit       |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts

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<sup>1</sup> Half units in these subjects will also be accepted.

colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by the high schools. The requirements to be met in the commercial subjects are stated on pages 33 and 34.

C. *Additional Subjects.* — At least four units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these four units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under A and B. Examinations in these subjects will be held at the normal school in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under C and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least five of the ten units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under A and B in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Entrance Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any

subjects under A and B in which the applicant has a record of B, or 80 per cent., in the last year in which the subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted toward the total of ten units under A and B. In addition to units granted by certification candidates must present credentials for subjects under C.

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

### **Students from outside the State**

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be received as students on payment of \$50 per year, of which sum one-half is due at the beginning of the year and the other half at the middle of the year. This applies to all courses.

### **ELEMENTARY COURSE OF STUDY**

*Two-year Course.* — This course is designed primarily for those who aim to teach in the public schools below the seventh grade, but students intending to teach in the upper grammar grades pursue this course during the first year in the school. The course includes: —



I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(a) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics, — arithmetic.

(c) History, — history and civil polity of the United States and of Massachusetts.

(d) Science, — practical science, geography, physiology and hygiene, nature study, gardening.

(e) Manual arts; vocal music; physical training; penmanship, library practice.

II. (a) The study of man — body and mind — with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the school laws of Massachusetts.

(b) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon.

*Three-year Course.* — This course is offered to students who desire a more thorough preparation for teaching in the upper grades of the grammar school. The subjects studied in the junior and middle years are the same as those prescribed for the two-year course, but there is a differentiation in their treatment in the second year in order that the respective needs of the two groups of students may be met. The work of the senior year is calculated to prepare teachers for departmental work in the higher grades, and is largely elective. It affords an opportunity for the advanced study of English, literature, geography, history, arithmetic, practical science, manual arts, music, physiology and hygiene, and pedagogy. Practice in teaching in appropriate grades is an important feature of the course.

*Advanced Course.* — Students who have prepared for teaching in the first six grades may elect a third year of study from this list of subjects. The course is also open to graduates of colleges and of this and other normal schools. It is of greatest value to those who have had experience in teaching.

## CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

## THE OBSERVATION AND TRAINING DEPARTMENT

Mr. ALLEN, Director

In co-operation with the school committee of the city of Salem, the State Normal School maintains a complete system of training schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes a model ungraded school in Marblehead.

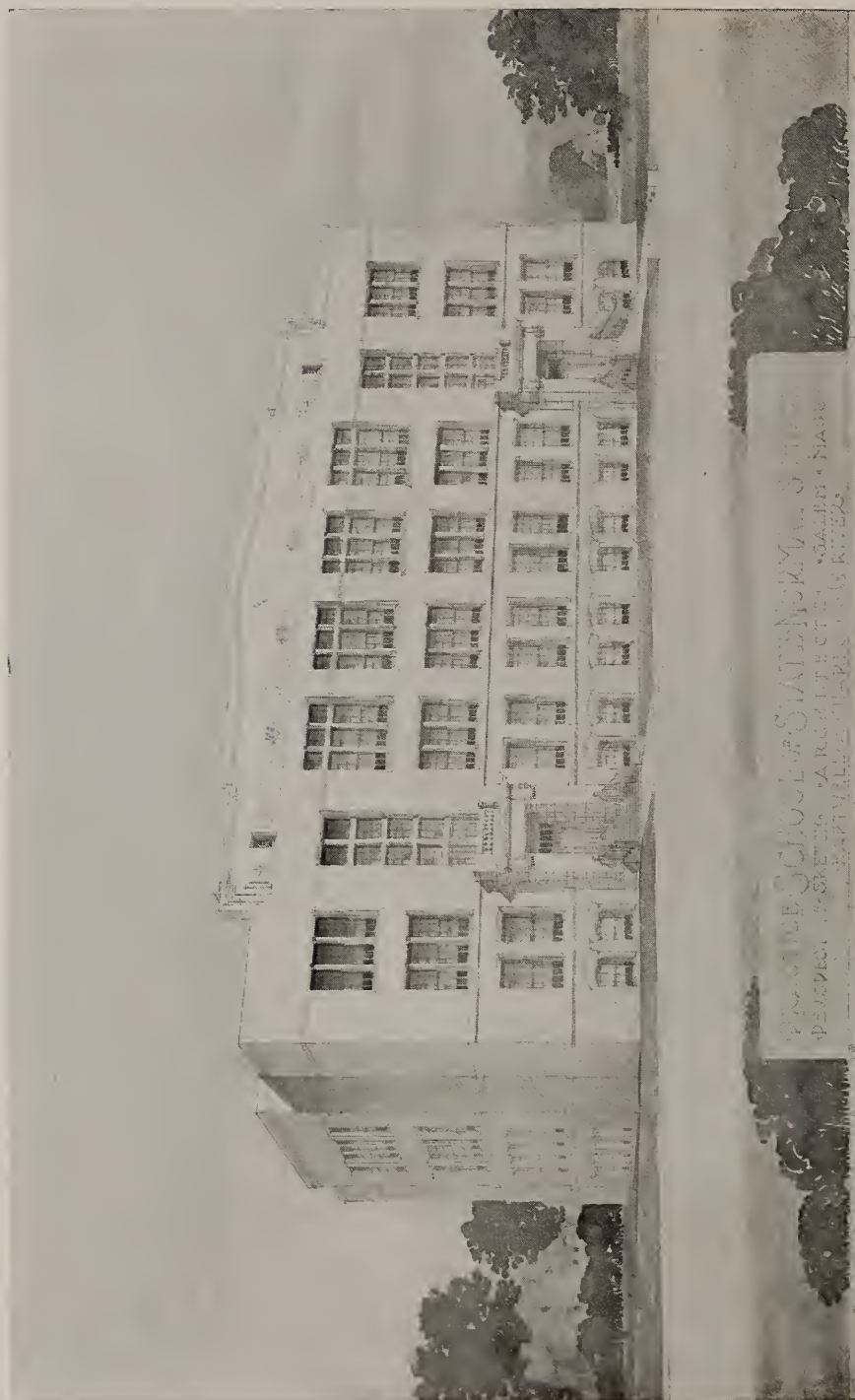
The training school is conducted in a new building especially designed for its purpose. Besides thirty classrooms it contains an assembly hall, a library, and rooms for manual training, printing, bookbinding, and domestic science.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory which the normal school students are taught. In the training school a large part of the instruction is either supervised or actually given by normal school instructors, and instruction in the normal school is largely based on directed observation in the training department in particular subjects as well as in the theory of education.

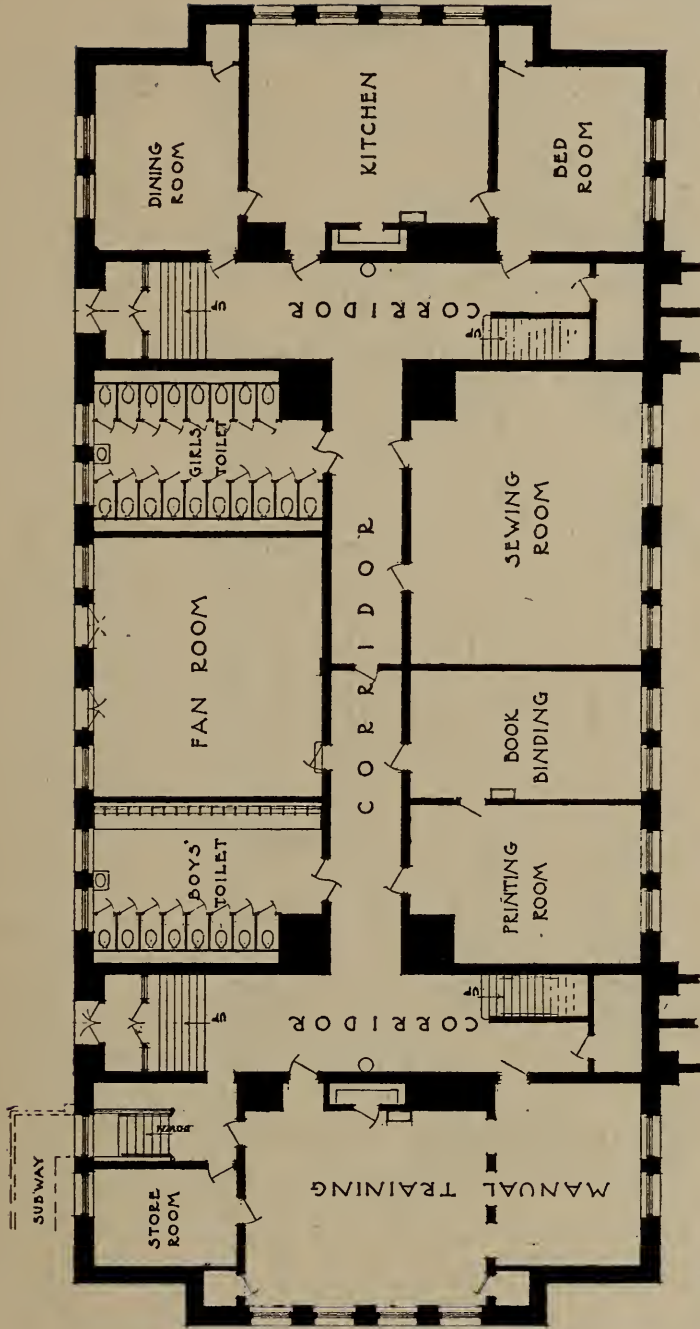
The work of the critic teachers in the training department includes responsibility for the progress and discipline of pupils, the continuity and efficiency of the instruction and the lesson preparation and classroom instruction of the student teachers, subject to the general direction and advice of the director of the school.



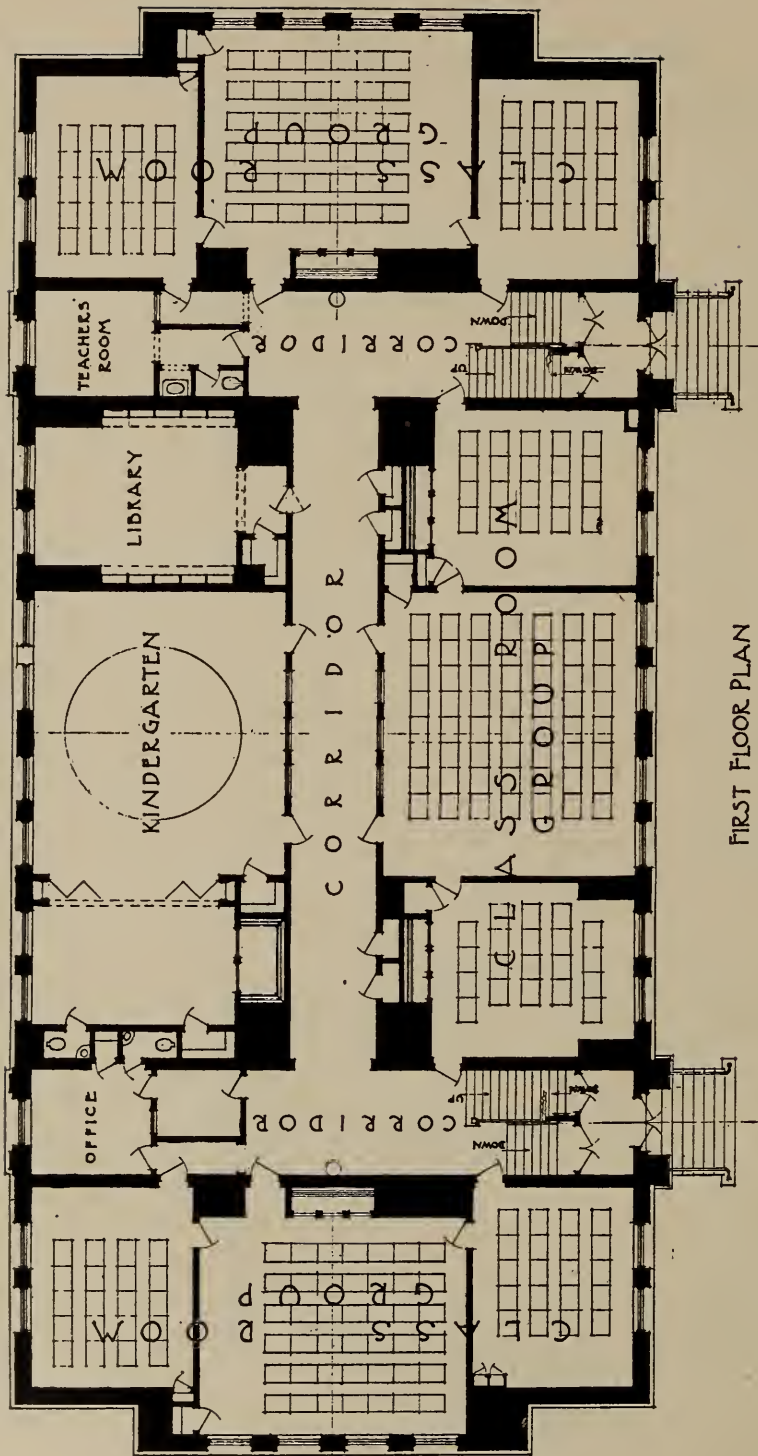




TRAINING SCHOOL BUILDING



DESIGN FOR BUILDING FOR  
 PRACTICE SCHOOL  
 BASEMENT PLAN  
 SALEM MASS  
 HARTWELL RICHARDSON & DRIVER  
 ARCHITECTS BOSTON  
 STATE NORMAL SCHOOL



FIRST FLOOR PLAN

PRACTICE SCHOOL

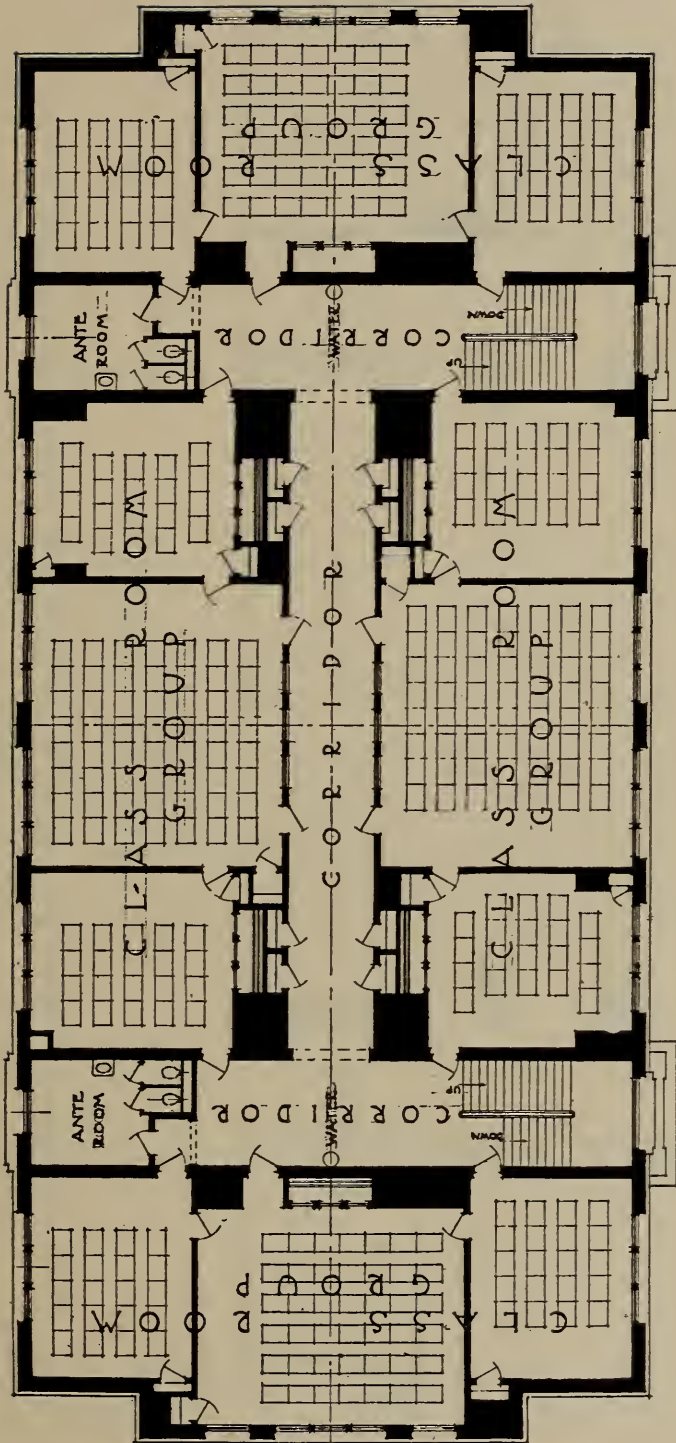
SALEM MASS

HARTWELL RICHARDSON & DRIVER

ARCHITECTS BOSTON

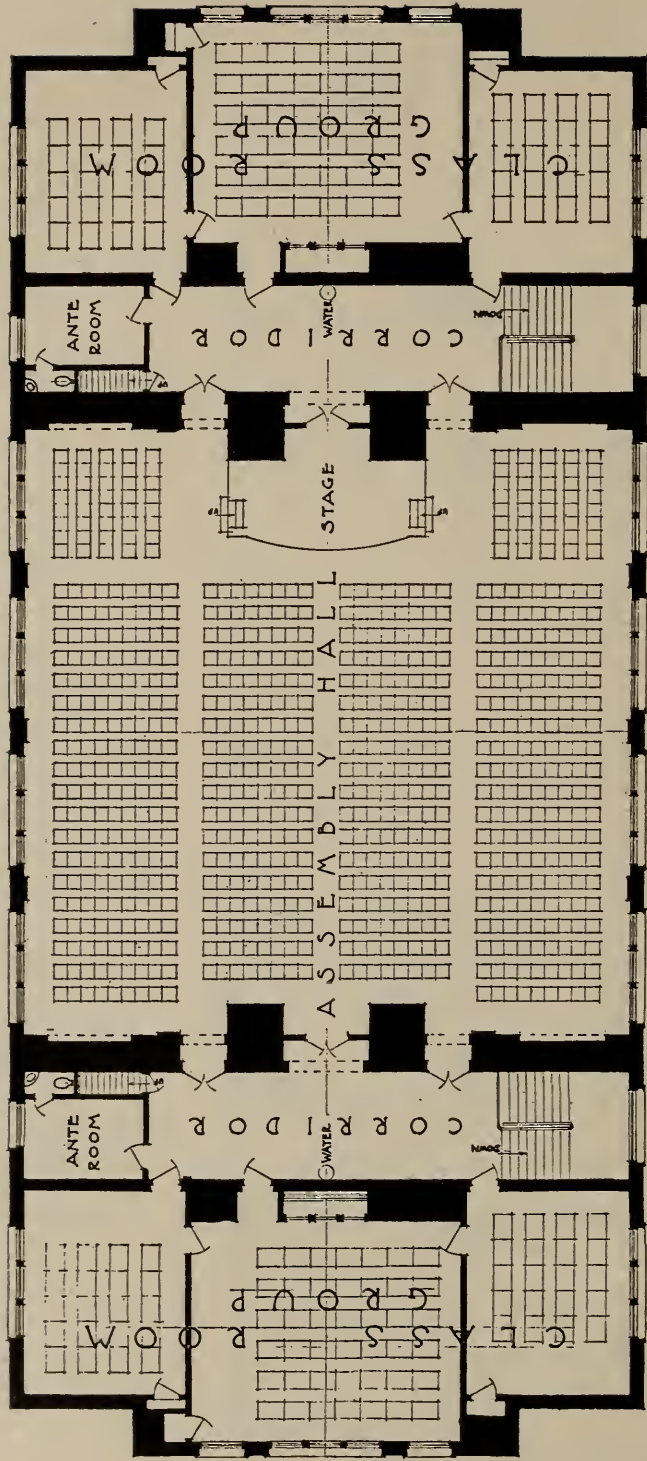
DESIGN FOR BUILDING FOR:

STATE NORMAL SCHOOL



SECOND FLOOR PLAN  
 PRACTICE SCHOOL  
 SALEM MASS  
 HARTWELL RICHARDSON & DRIVER  
 ARCHITECTS BOSTON  
 STATE NORMAL SCHOOL





THIRD FLOOR PLAN  
PRACTICE SCHOOL  
SALEM MASS  
HARTWELL RICHARDSON & DRIVER  
ARCHITECTS BOSTON

DESIGN FOR BUILDING FOR  
STATE NORMAL SCHOOL



Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the first grade to observe in the kindergarten, in order that they may become familiar with the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a considerable amount of experience in teaching in the schools of several cities. They receive a moderate compensation for this service. All students who wish have the opportunity to teach in our rural school.

### ELEMENTARY COURSE

#### Junior Year

	Periods Weekly
English } one-half year each . . . . .	4
Literature }	
Reading . . . . .	3
Arithmetic . . . . .	3
Geography . . . . .	4
History . . . . .	2
Psychology . . . . .	3
Music . . . . .	1
Library economy, one-half year . . . . .	1
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Prepared work . . . . .	20 and 21
Manual arts . . . . .	3
Chorus . . . . .	1
Gymnastics . . . . .	3
<hr/>	
Unprepared work . . . . .	7

**Senior Year**

	Periods Weekly
English . . . . .	2
Literature . . . . .	2
History . . . . .	2
Penmanship . . . . .	2
Practical science . . . . .	2
Nature study . . . . .	4
Physiology and hygiene . . . . .	2
Pedagogy . . . . .	1
Music . . . . .	1
<hr/>	
Prepared work . . . . .	18
Manual arts . . . . .	2
Chorus . . . . .	1
Gymnastics . . . . .	3
<hr/>	
Unprepared work . . . . .	6

Practice teaching, 10 weeks

**ADVANCED COURSE**

Elect twenty periods of prepared work from the following list: —

	Periods Weekly
English . . . . .	5
Literature . . . . .	5
Geography . . . . .	5
History . . . . .	5
Arithmetic . . . . .	3
Practical science . . . . .	5
Manual arts . . . . .	5
Pedagogy . . . . .	2
Physiology, hygiene . . . . .	3
Music . . . . .	1

Practice in teaching in appropriate grades.

**AIM AND SCOPE OF THE COURSE OF STUDY****English Language**

Miss LEAROYD — Miss SOLOMON

The study of language continues throughout the two years' course. The present plan for conducting the training school makes it necessary that students should receive, during the first year, training in the teaching of English. The students' own needs, however, must also receive attention. It is necessary that they should acquire good habits of speech and writing and have sufficient knowledge of the language to guide their pupils in its use and to help them to understand and appreciate what they read. The work of the first year is therefore both professional and cultural, but the emphasis is upon the technical side. Subject-matter is considered as far as it is necessary to an understanding of the work in the grades. This technical study of the language is followed by a discussion of the aims and methods employed in training children in the use of English. Type lessons are prepared and illustrated, as far as possible, by observation of lessons in the training school.

A large part of the professional work, however, must be done in the second year, when the students have acquired an understanding of children and have learned to take the initiative. The ten weeks' practice in the training school prepares them to discuss aims and methods in detail and plan work effectively. The problems to be considered are how to interest children in expressing their thoughts and how to secure accurate and effective modes of expression. An acquaintance with good language books and books on the teaching of English is required.

*Advanced Course.* — Students who elect English during the third year should work for greater power and efficiency. If they need additional knowledge and practice in expression, attention will be given to the cultural side. The work of the year, however, is chiefly professional. The students should first observe and discuss subject-matter and methods at present in use, to discover what definite aims are to be accom-

plished and how material should be selected and organized to attain these ends. The work may be largely laboratory work and individual conference with the teacher. There should be also actual practice in the schoolroom under direct supervision of the teacher of English, with the advice and co-operation of the supervisor of the grade in which the teaching is done.

### **Literature for Children**

#### **Reading**

MISS ROGERS — MISS JOHNSON

*The course in reading* aims (1) to give the student some knowledge of the technique of oral reading in order that he may gain power in oral expression, as well as be prepared to deal with the problems that arise in teaching oral reading after the third year in school, or after children are said to have "learned to read;" and (2) to acquaint him with methods of teaching children to read, including a study of phonetics and the simplest forms of story-telling and dramatizing.

*The course in children's literature* aims (1) to give a definite knowledge of such subject-matter as may be used with children in the first six years of school, to give them the habit of turning to books for recreation, information and inspiration, and (2) to discuss and formulate plans for using such material effectively. Books that are read voluntarily in the home are considered, as well as the classics for children more frequently recommended by educators.

The above courses are planned for the junior students. In each, some opportunity is given for observing the work of experienced teachers, and for reading and telling stories to children of different ages.

### **Literature**

MISS PEET

The work in literature for the senior year is intended for the personal culture of the students. The classes meet twice a week throughout the year and discuss questions concerning the appreciation of standard writers and the selection of popular reading. Studies are made of a few of the poets of England



and America, of the novelists and short-story writers, and of modern essayists.

*Advanced Course.* — The aim of the work is to make the students familiar with literature adapted to grammar school children. The course covers work for classroom exercises and home reading, and embraces studies in English and American poetry, classic stories and in popular and standard books, together with the means of arousing in the children an appreciation for literature and of cultivating in them the habit of reading good books.

### Arithmetic

MISS PEET — MISS JOHNSON

The two courses in arithmetic offered to students in the elementary department are both vocational.

*Regular Course.* — This course is given to all students preparing to teach in either the primary or the grammar school. The classes meet three times a week during the junior year, and study the principles involved in teaching the subject. Throughout the work an attempt is made to put arithmetic on a different basis from that at the time it was taught for mental discipline. The course aims to give the student means of teaching the subject from a practical standpoint, closely in touch with the every-day experiences of the children.

*Advanced Course.* — In addition to taking the work described above, students preparing to teach arithmetic in the seventh, eighth and ninth years of the grammar school meet three times a week during the third year of their course to study phases of commercial and industrial arithmetic adapted to work with grammar school children. In commercial arithmetic such topics as the following are worked out in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, school banking, and the investment of money in real estate and in stocks and bonds. In industrial arithmetic the topics studied are: the arithmetic connected with gardening, manual training, housekeeping, local manufactures, and other occupations and industries with which children are familiar.

## Geography.

Mr. CUSHING.

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in the best textbooks on the subject for elementary schools, in map reading, in the use of diagrams, models, pictures, specimens, and the other geographic helps.

An intensive study of the pedagogy of geography occupies the last quarter of the year, after the students have gained abundant illustrative material and experience in the previous work of the class. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near-by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

The elements of physiography are interwoven with those of geography. They include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of their rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the background for the



earth sciences that are taught in the elementary schools. Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, maps, lantern slides and a museum of selected fossils.

All of the work of this course is professional, contributing as it does to the equipment of the student to become a teacher of geography in the grades.

*Advanced Course.* — The work of this year is regional geography of United States and Europe. The systematic study of these countries not only furnishes abundant background material, but also is used as the basis for illustrating methods, teaching exercises, organization of work and general discussions.

The main aim of the course is to prepare students to teach geography in the upper grades. Much time is spent in research work that leads to an acquaintance with the wide sources of geographical material. Thus professional and cultural work share the time given the course.

## History

MISS COOPER

History is included in both years of the elementary course. The purpose of the course is primarily professional, and seeks to train the student for the work of teaching history in the elementary schools.

A brief review of the subject-matter of American and related European history attempts to broaden the student's conception of history, its aims and its methods of study. Much emphasis is here placed on collateral reading, in order that a broader knowledge of historical literature may be gained. In connection with history, problems of government are considered. With this as a basis the course proceeds with a general survey of the work of the elementary schools, criticism of historical literature for children, and a consideration of the methods of teaching history.

*Advanced Course.* — This course is designed for students who wish to specialize in history for teaching in the upper grammar grades. It directly carries on the work of the preceding course, making a more intensive study of certain periods of American history and government with their European background, and also including a more extended treatment of the methods of studying and teaching history.

### **Library Economy**

MISS MARTIN

The course covers half the school year, with one class period and one written paper per week. The aim is (1) to bring the student into close touch with the school library, that he may understand its resources and avail himself of them to the utmost; (2) to extend this knowledge and practice to his own public or town library; and (3) to induce a feeling of appreciation and respect for books and libraries *per se*.

The following topics indicate the ground covered: the decimal classification; the arrangement of books in a library; use of the card catalogue, the magazine index, the book index and table of contents; selection of books for a school library; the general principles of classification and cataloguing. The various kinds of reference books are studied, and pupils are shown how to investigate a subject in a library. Children's books and reading are discussed jointly in the library and literature courses.

### **Psychology and Pedagogy**

MR. PITMAN — MR. ALLEN

This course extends throughout the junior year and constitutes an immediate preparation for purposeful and intelligent practice teaching in the senior year and an indirect general introduction to all later professional work. Hence, the aim in this department is to know good educational practice and the reasons which underlie it; to form conscious aims, general and specific, in teaching; and to develop habits of work based on native aptitudes and on this knowledge. This work requires foundation in the keen and sympathetic

study of the mind in its development and of the child as a developing organism, inductively taught through directed observation in the training school, as well as through introspection and the study of the book. Illustrations from the daily life of the student and from observation of child-life with applications to teaching are demanded throughout the course. Careful attention is given to the processes by means of which knowledge is acquired and elaborated. It includes considerable child-study, special and general, leading to the conception of the child, not as a little man, but passing through well-developed childhood and youth to manhood; investigation of the processes and aims of instruction and of various types of lessons; a general consideration of the educational values of the several subjects of study and of the meaning and purpose of education. General problems of class and school organization and management, physical conditions and hygiene of the schoolroom, discussion of current educational problems follow.

Systematic class work is also planned for the students during the practice period of the senior year. Further opportunities for practice under actual classroom conditions are afforded through the rural training school in Marblehead, and regular or substitute teaching constantly conducted in Salem, Beverly, Brockton and Newton, and irregularly in many other places.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system as revealed by the laws relating to public instruction. A sufficient knowledge of these laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

## Nature Study

Miss GOLDSMITH

The principal aims of this course are to awaken and cultivate an interest in all out-of-door life, with an appreciation of the things that can be seen in our immediate vicinity, and to give definite materials for instruction in the grades.

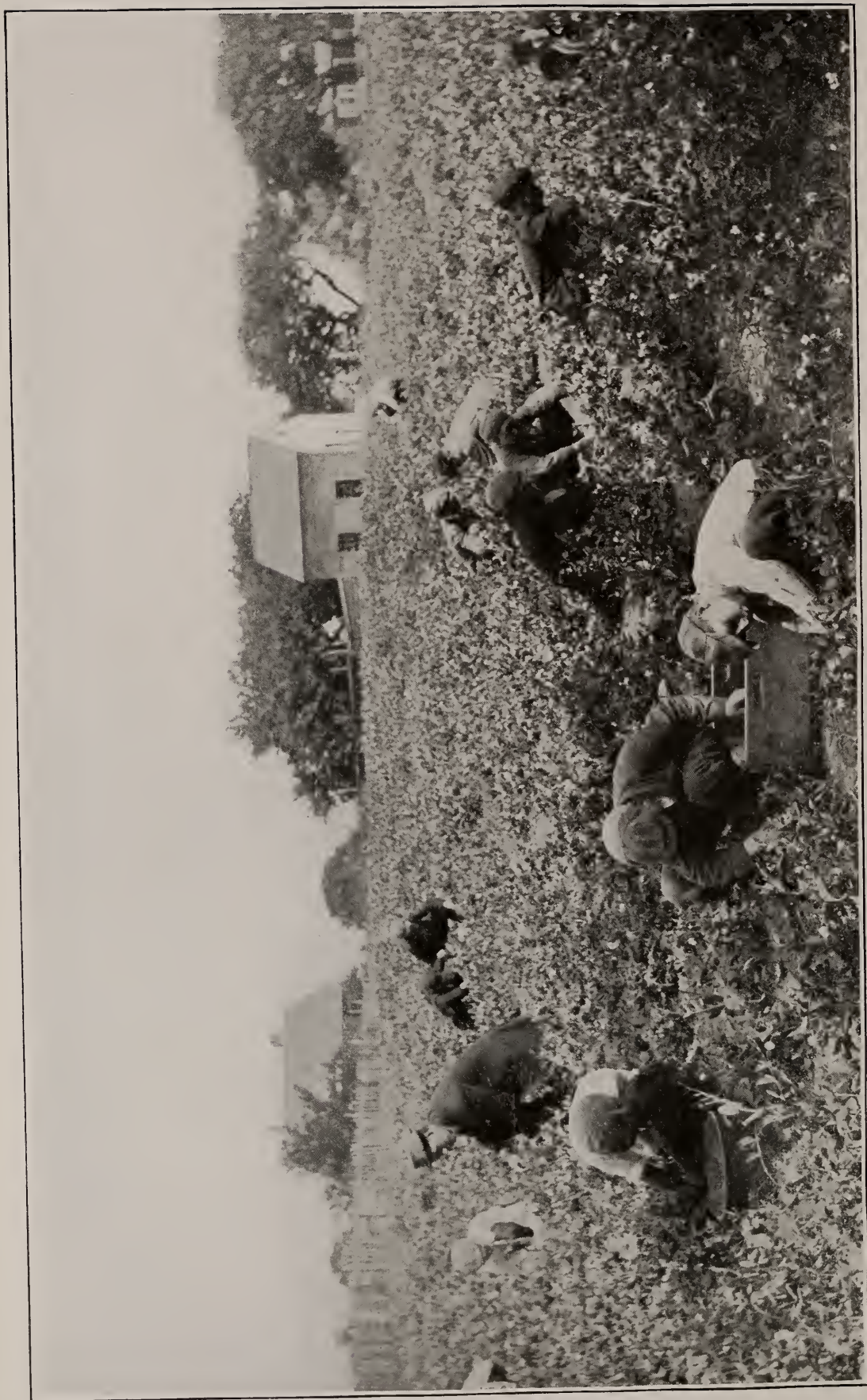
In preparing for the first six grades particular attention is given to developing the right spirit toward the work and getting the child's point of view. Work is done with the domestic animals, especially pets, birds, familiar trees, garden plants and the common wild flowers. The study of soils, seeds and germination, or an acquaintance with common insects, weeds, etc., lead directly to work in the garden, and help to emphasize the special aims of these lower grades, namely, to establish habits of keen observation and thoughtfulness, together with appreciation and interest.

The school garden furnishes a basis for much of this work, and is also a prominent feature in the work of those preparing for the higher grades. These students are also given some work in forestry, larger economic problems, and many exercises in physical science too difficult for presentation in the lower grades. These subjects are intended to cultivate breadth of knowledge and clearer, more accurate and more logical thinking.

In addition to this, sufficient material of a somewhat more academic nature is given in both classes, in order that the students may have some idea of development, the gradually increasing complexity of plant and animal life, and the relationship existing between classes. The larger principles of heredity, adaptation to environment, the struggle for existence, protection, etc., are essential to breadth of thinking and the better appreciation of individual forms. Types of plants and animals (*e.g.*, dandelion, corn, maple, starfish, crab, fish) form the basis for class discussion, laboratory work and recitation. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms.







PICKING EARLY PEAS



### **The School Gardens**

MISS GOLDSMITH — MR. GOLDSMITH

Three gardens are conducted by the school. One of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to students an opportunity not only to plant small plots of their own and care for them, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in the vicinity of the school and to the markets. This garden is planted, cared for, and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. Thus the work promotes a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor

work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

### **Practical Science**

MR. SAUER

The aims of the work in practical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about every-day science; and to develop the power of accurate observation, clear thinking and correct expression, which are essential to direct others in the study of science.

The classroom work includes demonstrations, informal lectures, reports on special topics and discussion. A large part of the classroom time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the classroom. Ample laboratory facilities are provided for independent work by the students.

(1) *Applied Physical Science*. — The course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which

science is useful to man. Excursions are planned to show the applications of physics and chemistry in commercial use.

(2) *Advanced Course*. — The aim of the course is to prepare the student to teach physical science in the grammar grades. The course covers the subject-matter of physics and chemistry associated with every-day life, and gives some experience in teaching science lessons under supervision. Model lessons for grammar grades are worked out in class. Skill in demonstrating is acquired in the laboratory, before the class, and in actual teaching before a group of grammar school children. Criticism and discussion follow each teaching exercise. Opportunity is also given to observe and practice science teaching in the grades.

### **Physiology and Hygiene**

MISS WARREN

The purpose of the work in physiology and hygiene is twofold, — to aid the student to form right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Social hygiene, including personal, family, city, State and industrial hygiene, should have an important place on the school program. Since a large per cent. of the children fail to reach the high school, instruction in social hygiene must be given in the elementary grades. In the normal school, therefore, the professional aspect of the work demands the major part of our attention. Emphasis should be laid upon the methods best adapted to the instruction of children, stimulating an interest in and an appreciation of those facts that are essential to the correct mode of living. Considerable knowledge of the intimate relation of the various parts of the body may be acquired in a natural manner through the study of hygiene. Reserve force, quiet nerves, spontaneity and enthusiasm are essential assets to a successful teacher. Consequently, it is important that the student should establish for himself the idea of the value of health. As time allows, some research work regarding open-air schools, child labor, feeding, housing, and sanitary conditions of workshops is carried on.

*Advanced Course*. — For those who wish to specialize in the



subject of hygiene a broader training is offered, including research work regarding feeding, housing, sanitary conditions of workshops, water supply, sewage disposal and infectious diseases. Provision will be made, also, for much practice work in presenting the subject in an effective way to children.

### **Physical Training**

MISS WARREN

The aim in the course in physical training is to improve the physical condition of the students and to prepare them to teach those forms of exercise which will be most useful in the elementary schools.

Folk dancing is an epitome of aspects of life and is, therefore, especially adapted to young children. Since it has been co-ordinated with other forms of physical training, formal gymnastics has acquired a new interest. Although the relation of rhythmical exercise to fatigue is of central importance, dancing fails to correct faulty postures. It is necessary, therefore, to introduce such forms of gymnastic work as will help in the acquirement of correct habits of sitting, standing and walking, and of deep and full breathing, so essential to growing children. The intelligent supervision of games both in the schoolroom and on the playground is an essential feature.

Viewed as to its educational aspects, physical training brings about co-ordination of skill, agility, strength and endurance, and in its competitive forms leads to self-control, self-denial and loyalty to leaders. The fact that exercise is a necessary factor in producing a healthy body, which is a prime requisite for success and efficiency, is constantly emphasized.

### **Drawing and the Practical Arts**

MR. WHITNEY — MISS SOLOMON

This course is made as broad and far-reaching as possible. Drawing is constantly used as a means of expression in all lines of school work. The course may be subdivided as follows: —

*Representation.* — This topic covers such work as nature drawing, object drawing in all its phases, freehand paper



FOLK DANCING







DRAWING AND THE FINE ARTS



cutting, modeling and illustrative sketching, and involves the use of pencil, pen and ink, crayon, chalk, water colors, etc., as the mediums of expression. A course in free blackboard drawing for use in general school work is included under this topic.

*Composition.* — Composition is a term used in its broad sense, and bears upon original arrangements, design, and picture study. It also includes the theory of color and the application of color harmonies.

*Construction.* — The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings; compositions in line, area, and color are planned, and the results of these problems are the finished products.

*The Practical Arts.* — This work involves all the above-mentioned topics, comprising, also, gardening, cooking, sewing, weaving, metal work, wood work, leather work, printing, book binding and other projects. Such projects include many other studies, for the pupil must know something of the material he is using, its source, manufacture and relation to industry.

Lectures are given upon important subjects influencing the practical arts in the public schools, and upon more general topics in art. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the juniors observe their application in the work with children. When teaching, the seniors make and use their own outlines of work.

*Advanced Course.* — The work of the students of the third year is a continuation of the two-year course along more advanced lines. The course is intended to prepare teachers for the higher grades, to supervise in several grades, or in all the grades, of a building, as is often desired in town or city schools.

These students should have special training in structural or mechanical drawing and design, and freehand sketching from the object or from memory. Such training necessitates —

The ability to make and to apply an outline of work adapted to the needs of any locality.

A knowledge of the materials used in the projects, and of their relation to industry.

The ability to handle this material and the use of the tools necessary in construction.

The ability to read, make and apply patterns or other working drawings.

A knowledge of the materials and mediums used in art.

A knowledge of color and its relation to art and industry.

An application of good structural and decorative design, and the ability to make and apply such designs.

The ability to sketch readily and well from memory or from objects.

Frequent lessons in the classroom and in the practice school.

### **The Art Club**

Students have frequently expressed a desire for a further study of art than the regular course affords. For this reason, members of the faculty and students have organized an art club, meeting at least twice in the month for the study of art in various phases. This study includes papers by the members on the schools of painting; visits to the Museum of Fine Arts, the Boston Art Club, and other art galleries; visits to places of historic interest; out-of-door sketching; and advanced work along industrial lines.



## Music

MR. ARCHIBALD

The technical work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers. The principles of conducting, as applied to chorus singing and general school work, and practice in the same, are included in the course.

For cultural work one period weekly is given to general exercises in music, when the following subjects are considered: —

(a) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player and a Victor talking machine.

(b) Chorus singing in preparation for the graduation exercises. A good library of pianola rolls and Victor records is at the disposal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

*Advanced Course.* — Much practice teaching under criticism with frequent conferences.

## Penmanship

MR. DONER

Penmanship is taught during the senior year. Two periods each week are devoted to practice, for the purpose of developing a plain, practical style of writing. Students are required

to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the first half-year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the second half-year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The students are also given blackboard practice, and practice in counting and in teaching lessons before their own classes. They also have an opportunity to teach penmanship in the practice school. During the second half-year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public schools.

## COMMERCIAL DEPARTMENT

### Entrance Requirements

The requirements for admission to the prescribed course of three years are the same as for students who apply for admission to the elementary course. The topics included for examination under the commercial subjects are as follows: —

(a) *Bookkeeping*. — Ability to open and close a set of books by single or double entry; a knowledge of the application of the law of debit and credit in varied business transactions; the preparation of statements, balance sheets, use of special columns and books, controlling accounts, etc.; and a demonstration of the possession of the clerical qualities, accuracy, facility and neatness in work.

(b and c) *Shorthand and Typewriting*. — Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(d) *Commercial Arithmetic*. — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements, etc.

(e) *Commercial Law*. — Knowledge of such phases of law as contracts, sales, negotiable paper, agency, bailments, partnership and insurance. Ability to draw up approved legal forms, such as checks, notes and drafts.

(f) *Commercial Geography*. — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

### The Course of Study<sup>1</sup>

#### JUNIOR YEAR

Hours per Week

English . . . . .	2
Shorthand . . . . .	4
Typewriting . . . . .	5
General history . . . . .	2
Physiography . . . . .	2
Industrial physics and chemistry . . . . .	2
Elementary bookkeeping . . . . .	3
Penmanship . . . . .	1
Physiology . . . . .	1
Music . . . . .	1

#### MIDDLE YEAR

Hours per Week

English . . . . .	2
Commercial correspondence . . . . .	1
Shorthand . . . . .	3
Typewriting . . . . .	3
American history and civics . . . . .	3
Commercial arithmetic . . . . .	2
Commercial geography . . . . .	2
Bookkeeping . . . . .	3
Psychology . . . . .	3
Penmanship . . . . .	1
Music . . . . .	1

<sup>1</sup> The Board of Education has under consideration the lengthening of this course to four years, which will include one year of business experience under the supervision of the school. This may go into effect in September, 1914.

## SENIOR YEAR

	Hours per Week
Literature . . . . .	4
Shorthand . . . . .	3
Typewriting . . . . .	3
Commercial law . . . . .	2
History of commerce } half year each . . . . .	3
Economics . . . . .	
Industrial geography . . . . .	2
Penmanship . . . . .	1
Advanced bookkeeping . . . . .	3
Pedagogy . . . . .	2
Music . . . . .	1
Observation and practice teaching, 9 weeks	

A condensed course of one or two years will be offered to graduates of colleges, normal schools or private commercial schools, and to teachers of experience; graduates of the full course receive diplomas; appropriate certificates are awarded to special students who complete approved courses of study.

**English**

Miss LEAROLD

The course, which continues for two years, is intended to be wholly cultural. The aim is to give the students a thorough knowledge of the language by consulting reference books and reading literature, and to offer systematic training in expression, in speech and writing. The needs of the individual are considered and an effort made to help him. It is hoped that the result of the work of the two years will be to give power in clear and easy expression both in speech and writing.

**Commercial Correspondence**

Miss MORSE

The course in commercial correspondence aims to give the student a thorough training in business letter writing, as well as to acquaint him with the many important details of office work, such as postal regulations, methods of filing, etc. Great emphasis is laid, throughout the course, on the need for estab-

lishing higher standards in business letter-writing, in the matter of both form and expression. The work of the second half-year is constructively critical in nature, and terminates with the strictly professional work of the course, including discussions of methods to be employed in adapting the work to pupils of high school grade, and the preparation of original material for use in carrying out the methods suggested.

### **Literature**

MISS COOPER

The course in English literature seeks to aid in the cultivation of an appreciation and enjoyment of good literature. It includes a survey of the history of English literature for the sake of literary and historical perspective, followed by a study of representative masterpieces.

### **Commercial Literature**

MR. CUSHING

It is believed that many of the cultural aims of the work in general literature can be attained by the intensive study of the best of the rapidly growing current literature that deals with commercial and industrial conditions and activities. At the same time the student becomes acquainted with the problems, the ideals and the meaning of the wide field of commerce, that he may become a more intelligent high school teacher of commercial subjects. This course is planned to meet both the cultural and the vocational need, with the emphasis on the former.

### **History**

MISS COOPER

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the



fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

### **Geography**

Mr. CUSHING

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Commercial geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production of the finished products of commerce are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work of many local industries, and leads to the study of the history

and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations. About half of the work may be considered professional and the rest cultural.

### **Industrial Science**

Mr. CUSHING

The basis of this course is derived from visits to many local industrial plants where applications of the principles of physics and chemistry are observed. It aims to make the student familiar with many of the common scientific terms, chemical materials, and operations which are likely to be met in commercial work. In a broad way the course shows how modern industry is dependent upon modern science. The larger portion of the time is given to cultural rather than to professional work.

### **Pedagogy**

Mr. SPROUL

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 28.)

### **The History of Commerce**

Mr. SPROUL

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and by showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.

In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is required to make an independent written study of some one of these local industries.

### **Economics**

Mr. SPROUL

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the Associated Charities of Salem. At the end of the course students present the result of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with his criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

### **Commercial Law**

Mr. SPROUL

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods

for imparting this knowledge to others. The work of the text-book is supplemented by real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

### **Bookkeeping and Accounting**

MR. SPROUL

Accountancy is the backbone of commercial education. In its elementary form and application it is largely clerical and conventional in its nature, this elemental work constituting the bookkeeping of our high school courses. In its advanced principles it is a creative and interpretative study of economic development and of the business activities and relationships of members of society.

As *bookkeeping*, the pupil is taught the causes and effects of business exchange; the proper recording of business changes; the tools of business, *i.e.*, the common commercial documents and instruments; the proper preservation of all business evidence, — internal and external, — emphasizing clerical exactness and facility; and labor-saving expedients, — special columns, books, etc.

As *accounting*, there are presented and illustrated the construction of accounts; the principles involved in the distribution of results of business changes; the interpretation of business statements; the equitable settlement of financial controversies; the operation of cost-finding systems; value of financial statistics; and the theory and practice of auditing.

The course covers class and individual instruction, business practice, with offices, — intercommunication office practice with the Salem Commercial School, — and a limited amount of work under actual office conditions in business houses in Salem and Boston.

### **Commercial Arithmetic**

MISS ROLLINSON

Arithmetic is closely correlated with bookkeeping, and helps to interpret the commercial aspects of such subjects as geography, transportation, finance and economics.



The aim of this course is (1) to perfect the pupil in the application of mathematical principles and processes to practical business affairs, with the belief that the materials representing real conditions and situations can be made to furnish a truly rational presentation of these principles and processes. (2) As a course in theory and methods of teaching it is designed to emphasize and illustrate the principle that to be of value any topic must appeal to the individual in such a way as to excite his interest; that the pupil becomes interested in problems arising from the community interests, the home, or his field of labor or recreation.

### Shorthand

MISS ROLLINSON

In the presentation of the work during the first two years special attention is given to the underlying principles of shorthand and to the forming of clear, concise statements of the application of these principles. Mastery of word signs forms one of the essentials of the course. The professional side of the subject is considered throughout the three years, but is emphasized in the senior year by discussions of teaching principles; by the examination of various shorthand systems and texts; by the study of pedagogical works on the subject of shorthand; and by work in methods and plans. Opportunity for observation and practice teaching is given in the high schools where the students obtain their training.

The course is outlined as follows: —

Junior year . . . . .	{ Professional study of principles Dictation of simple matter Shorthand reading work
Middle year . . . . .	{ Review of principles Dictation of difficult matter Speed work Reading of classics in shorthand
Senior year . . . . .	{ Review of principles Comparison of texts Method work Plan work Observation and practice teaching





**TYPEWRITING ROOM**

### **Typewriting**

Miss MORSE

The work in typewriting is distributed over the three years of the commercial course, and aims, primarily, to make of each student a high-grade touch operator. Students are made familiar with the various standard typewriting machines, as well as with such office appliances as are in general use, — the letterpress, neostyle, multigraph, etc. During the last year opportunity is given to each student to do some practical office work by serving as amanuensis to some member of the faculty.

The professional work of the course runs parallel with the practical work until the last year, when the problems of planning courses of study for different groups of students and for different conditions, together with the methods to be employed, are discussed.

### **Penmanship**

Mr. DONER

The aims, methods and matter of this course are stated on page 37, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

### **SUMMER INSTITUTE**

An institute for teachers of commercial subjects was held at the school during the last week in August, 1913. The work included: the consideration of the aims of commercial education; the discussion of special methods employed in teaching the technical subjects of the commercial course; general and inspirational lectures, each evening, by authorities on commercial education; excursions and other opportunities for recreation. The papers presented have been published in a volume of proceedings.

About one hundred and fifty different persons were present, including ninety-five teachers. The latter represented sixty-eight different cities and towns, nineteen of which are outside Massachusetts. In the opinion of those in attendance an institute of this nature should be held in 1915.



## LECTURES

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts: —

Some of the Broader Aspects of Teaching	Dr. Charles A. McMurry
The Effects of Alcohol on the Human System	Dr. Richard C. Cabot
The Industrial Education of Girls	Arthur D. Dean
Switzerland (illustrated)	Lewis W. Newell
The Influence of Lincoln	Dr. Edward Cummings
Annual concert	Glee Club
Three Ideals of Education	Dr. W. E. B. DuBois
Self-culture through the Vocation	Edward Howard Griggs
Some New Methods in Education	L. R. Alderman, Oregon; J. H. Francis, California; Charles S. Meek, Idaho
Reading from Tennyson	Clarence A. Brodeur
Memorial Day address	Rev. W. F. Dusseault
Graduation address: An Enlightened Selfishness	Henry Turner Bailey
Physiology and Hygiene in the Elementary School	Etta M. G. Luce
Works and Days	Dr. Hamilton Wright Mabie
Larger Purposes in teaching Literature	Dr. Thomas H. Briggs
The Function of the Training School	Dr. Charles A. McMurry
Influences of Geographical Environment	William M. Davis
Some Aims in teaching Elementary School Geography	Richard E. Dodge
The Tales of Hoffmann	Habrah W. L. Hubbard

## THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed; but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and members chosen by each division of the senior, middle and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

### Attendance and Conduct

1. Regular and prompt attendance at all sessions of the school is expected of every student. Those who find it necessary to be absent for more than two or three days should so inform the principal. For all avoidable absence — including that for teaching as substitutes — the permission of the principal must be obtained in advance.

Students who are withdrawing from the school must inform the principal of their decision, and must return all the books and other property of the school which are charged to them. Those who fail to do so promptly must not expect any recommendation or indorsement from the school.

Any property of the school which is lost or seriously injured by students must be paid for by them.

2. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must of necessity assume responsibility for the conduct of the young men or women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

#### **Expenses, Aid, Board, etc.**

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of \$50 per year, of which sum one-half is due September 10 and the other half February 1. Textbooks and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such textbooks of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are

administered by the principal as loan funds. Students may thus borrow reasonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about \$2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate. Two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from \$5.50 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter and restaurant are maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

### **Employment for Graduates**

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than sixty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its



students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

### **Scholarships for Graduates**

There are offered at Harvard University four scholarships, each of an annual value of \$150, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

### **Notices to School Officials**

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its classrooms or training schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

## **GENERAL INFORMATION**

### **Historical Sketch**

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After

twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. A new training school building was occupied for the first time December 2, 1913. The site, buildings and equipment represent an expenditure of \$500,000; and it is believed that the Commonwealth here possesses an educational plant as complete and convenient as any of its kind in this country.

### **Decorations**

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

### **The Teachers and Students**

The school during its history has had five principals and ninety-one assistant teachers. The development of the practice schools began in 1897, and with them fifty-two persons have been connected as teachers. Twenty teachers are now required in the normal school and nine in the training schools.

Nearly sixty-five hundred students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

### **The Location and Attractions of Salem**

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting

with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

## REGISTER OF STUDENTS

1913 = 1914

## Graduates, — Class XCVIII, — June 17, 1913

## ELEMENTARY COURSE.

Anderson, Edith Mathilda . . . . .	Salem
Appleton, Florence Alice . . . . .	Beverly
Bassett, Clara Louise . . . . .	Marblehead
Blanchard, Mina Anna . . . . .	Amesbury
Bloomer, Fannie Reynolds . . . . .	Malden
Boyle, Alice Gertrude . . . . .	Amesbury
Buffum, Dorothy May . . . . .	Danvers
Cahoon, Margaret Cecilia . . . . .	Gloucester
Carrier, Caroline Joanna . . . . .	Charlemont
Clark, Elizabeth Constance . . . . .	Gloucester
Clifford, Ruth Isabel . . . . .	Revere
Comer, Mary Ann . . . . .	Lynn
Crowell, Harlan Dunn . . . . .	Salem
Curry, Catherine Teresa . . . . .	Lynn
Dame, Rubie Lillian . . . . .	South Chelmsford
Davis, Claire Veronica . . . . .	Salem
DeAvellar, Anna Louise . . . . .	Medford
Deering, Mary Katherine . . . . .	Beverly
Delaney, Mary Frances . . . . .	Cambridge
DeLory, Evelyn Whitney . . . . .	Beverly
Denton, Maude Holt . . . . .	Danvers
Dewire, Mary Josephine . . . . .	Somerville
Dinsmore, Helen Peach . . . . .	Malden
Dodd, Sadie Frances . . . . .	Beverly
Durling, Mivienne Averill . . . . .	Lynn
Estee, Marion Frances . . . . .	Somerville
Finlay, Hazel Melissa . . . . .	Chelsea
Fitzgerald, Jetta Louise . . . . .	Revere



Flagg, Pauline . . . . .	Swampscott
Flaherty, Katherine Ruth . . . . .	Lynn
Fraser, Helen Genevieve . . . . .	Revere
Gallagher, Mary Louise . . . . .	Somerville
Gilmore, Cecilia Gertrude . . . . .	Peabody
Glover, Alice May . . . . .	Marblehead
Golden, Ida . . . . .	Somerville
Griffiths, Alice Elizabeth . . . . .	Somerville
Harrold, Beulah Christine . . . . .	Marblehead
Higgins, Grace Imelda . . . . .	Amesbury
Hill, Hortense Frances . . . . .	Lynn
Hilliard, Mildred Jewell . . . . .	East Kingston, N. H.
Houriham, Nellie Veronica . . . . .	Marblehead
Johnson, Mildred Aileen . . . . .	Malden
Jordan, Mary Elizabeth . . . . .	Newburyport
Joyce, Gerald Stanley . . . . .	Gloucester
Kirby, Mary Beatrice . . . . .	Danvers
Kotzen, Mary . . . . .	Chelsea
Long, Helen Mary . . . . .	Cambridge
Loschi, Mary . . . . .	East Boston
Lyons, Helen Anna . . . . .	Arlington
Maguire, Helena Margaret . . . . .	Cambridge
Malcolm, Eliza . . . . .	Cambridge
Maxwell, Alice Louise . . . . .	Stoneham
McCarthy, Ellen Teresa . . . . .	East Lynn
McCarthy, Mary Josephine . . . . .	Lynn
McCarthy, Mary Elizabeth . . . . .	Peabody
McCurdy, Edith Susan . . . . .	Beverly
McFarland, Beatryce Mary . . . . .	West Somerville
McInnis, Sarah Catherine . . . . .	North Andover
Mitchell, Mildred Louise . . . . .	Beverly
Moran, Katherine Irene . . . . .	Cambridge
Morgan, Ellen Augusta . . . . .	Lynn
Mulally, Anna Clementine . . . . .	Danvers
Mullaley, Helen Esther . . . . .	Stoneham
Mullins, Grace Frances . . . . .	Cambridge
Murdock, Rita Annette . . . . .	Chelsea
Murray, Henrietta . . . . .	Beverly
Nason, Cora Mable . . . . .	Manchester
O'Leary, Katharine Francesca . . . . .	Peabody
O'Reilly, Sarah Louise . . . . .	Cambridge
Palmer, Evelyn Mae . . . . .	Lynn

Parsons, Rita Cushing . . . . .	Newburyport
Patton, Elizabeth Mary . . . . .	Chelsea
Perkins, Inez Margaret . . . . .	Salem
Perkins, Mildred . . . . .	Wenham
Pike, Nora Clair . . . . .	Winthrop
Purinton, Edith May . . . . .	Beverly
Putnam, Marion . . . . .	Beverly
Regan, Helen Gertrude . . . . .	Salem
Ricker, Doris Ames . . . . .	East Lynn
Roberts, Franklin Campbell . . . . .	North Andover
Roche, Marion Thecla . . . . .	Salem
Rowe, Vera Edna . . . . .	Marblehead
Schermerhorn, Ruth Elizabeth . . . . .	Newburyport
Shattuck, Carrie Elmer . . . . .	Pepperell
Stantial, Eunice May . . . . .	Melrose
Strout, Margaret Dodge . . . . .	Swampscott
Troy, Gertrude Roberta . . . . .	South Boston
Ward, Mary Grace . . . . .	Marblehead
Waterhouse, Olive Doane . . . . .	Wakefield
Watson, Helen Mabelle . . . . .	East Lynn
Wendell, Jessie Stuart . . . . .	Lynn
Williams, Mary Elizabeth . . . . .	Beverly
Wing, Beulah Amanda . . . . .	Danvers
Wing, Laura Sheldon . . . . .	Malden
Woodberry, Ruth Williams . . . . .	Beverly
Zanetti, Louise . . . . .	East Boston

#### COMMERCIAL COURSE

##### *Three Years*

Brown, Eliza Florence . . . . .	Marblehead
Curtis, Madolin . . . . .	Salem
Fitch, Marion Abbie . . . . .	Sterling Junction
Foley, William Lawrence . . . . .	Gloucester
Levy, Mary Genevieve . . . . .	Danvers
McGlew, John James, Jr. . . . .	Newburyport
Powell, Charlotte Louise . . . . .	Malden
Thomas, Winnifred Adelaide . . . . .	Cambridge
Whitney, Rosalba . . . . .	Brookline

## CERTIFICATES FOR ONE YEAR'S WORK

*Elementary Course*

Crowley, Elizabeth Anna . . . . .	Lynn
Grant, Editha May . . . . .	Portsmouth, N. H.
Neall, Lena Fifield . . . . .	Lynn
Tuttle, Manora . . . . .	Sanbornville, N. H.

*Commercial Course*

Baird, Ethel Renewa . . . . .	Mattapan
Beadle, Helen Josephine . . . . .	Groveland
Fuller, Irene Margaret . . . . .	Milford
Paine, Olive May . . . . .	Hallowell, Me.

## CERTIFICATE FOR TWO YEARS' WORK

*Commercial Course*

Harvey, Fred Harrison . . . . .	Lynn
Long, Frederick Joseph . . . . .	Salem

**Students in the Elementary Course**

## SENIOR CLASS

Allen, Amelia Southworth . . . . .	Lynn
Allen, Katharine . . . . .	Malden
Aylward, Mary Ella . . . . .	Salem
Bateman, Jessie Hale <sup>1</sup> . . . . .	Georgetown
Beattie, Margaret . . . . .	Somerville
Benjamin, Lea Josephine . . . . .	Beverly
Bessom, Rachel Ursula . . . . .	Lynn
Bray, Helen Crosby . . . . .	Beverly
Bresnahan, Nora Veronica . . . . .	Lynn
Bridge, Mary . . . . .	Wakefield
Burnham, Elizabeth . . . . .	Essex
Cairnes, Charlotte Margaret . . . . .	Cambridge
Callahan, Esther Marie . . . . .	Lynn
Campbell, Lorena King . . . . .	East Lynn
Canfield, Anna Rose . . . . .	Somerville
Carr, Florence Cowden . . . . .	Stoneham
Cashman, Mary Theresa . . . . .	Cambridge
Caulfield, Helen Frances . . . . .	Salem
Clausmeyer, Helen Louise . . . . .	West Roxbury
Cody, Margaret Ellen . . . . .	Peabody

<sup>1</sup> Was a member of the school less than three months.

Coffey, Mary Agnes . . . . .	Medford
Coffin, Anna Burroughs . . . . .	Marblehead
Cohen, Annie . . . . .	Roxbury
Cohn, Dorothy Reva . . . . .	Malden
Colcord, Elizabeth Jacobs . . . . .	Melrose
Commins, Lillian Frances . . . . .	Somerville
Condon, Elizabeth . . . . .	Salem
Connor, Madeline Elizabeth . . . . .	Medford
Convery, Mary Ellen . . . . .	Everett
Cotton, Rachel Ethridge . . . . .	Malden
Cowden, Esther Brownell . . . . .	Amesbury
Cox, Adeline Elizabeth . . . . .	Dorchester
Curley, Teresa Mary . . . . .	Marblehead
Currier, Ethel May . . . . .	North Andover
Dalton, Grace Elizabeth . . . . .	Cambridge
Del Gratta, Celia . . . . .	West Everett
Dennehy, May Ann . . . . .	Beverly
Dolan, Ada Vincentia . . . . .	Medford
Dugmore, Ethel Frances . . . . .	Medford
Ellis, Anna Louise . . . . .	Peabody
FitzGerald, Lucy Agnes . . . . .	Charlestown
Fletcher, Julia Esther . . . . .	Malden
Fogg, Helen May . . . . .	Methuen
Freeto, Elsie Warren . . . . .	Marblehead
Galvin, Kathleen Matilda . . . . .	Malden
Glines, Ruth Marguerite . . . . .	Beverly
Godfrey, Rose Anna . . . . .	Salem
Goldman, Ida Josephine . . . . .	Salem
Goldsmith, Josephine Mildred . . . . .	Dorchester
Grant, Marjorie Bethiah <sup>1</sup> . . . . .	Portsmouth, N. H.
Hall, Adeline Frances . . . . .	Wakefield
Hanley, Esther Marie . . . . .	Belmont
Hanlon, Nellie Louise . . . . .	Salem
Harrington, Alice Agnes . . . . .	North Cambridge
Hay, Isabel Nelson . . . . .	Lynn
Healey, Edythe Alana . . . . .	Lynn
Hedberg, Hildegard Beatrice . . . . .	Malden
Henderson, Helen Esther . . . . .	Boston
Higgins, Mary Alice . . . . .	Lynn
Huntington, Flora Evelyn . . . . .	Newburyport
Hyland, Marion Adelaide . . . . .	Everett
Jeffer, Ruth Evelyn . . . . .	Salem

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<sup>1</sup> Was a member of the school less than three months.



Killion, Crescentia Madeline . . . . .	Malden
Larcom, Lucy Marshall . . . . .	Beverly
Learoyd, Helen . . . . .	Danvers
Locke, Edna . . . . .	Salem
Loring, Annie Gladys . . . . .	Groveland
Lufkin, Ruth Louise . . . . .	Gloucester
Lundgren, Eleanor Marie . . . . .	Somerville
Lyness, Mary Grace . . . . .	Lynn
MacKay, Gladys Margery . . . . .	Cliftondale
MacKinnon, Lillah May . . . . .	Newburyport
McCauley, Emma Frances . . . . .	Salem
McElroy, Mary Teresa . . . . .	Peabody
McGlone, Mary Louise . . . . .	Peabody
McNally, Alice . . . . .	Roxbury
Monaghan, Rose Ella . . . . .	Salem
Morris, Mildred Bartlett . . . . .	Siasconset
Murphy, Catherine Louise . . . . .	Lynn
Murphy, Catherine Theresa . . . . .	North Cambridge
Murray, Margaret Teresa . . . . .	Beverly Farms
Nelson, Esther Ethel . . . . .	Lynnfield
Noble, Grace Lambert . . . . .	Beverly
Nolan, Mary Frances . . . . .	Dorchester
O'Brien, Helen Marie . . . . .	Malden
O'Connor, Mary Angela . . . . .	Cambridge
O'Grady, Mary Elizabeth . . . . .	Salem
O'Keefe, Marie Louise . . . . .	Salem
O'Loughlin, Mary Emma . . . . .	Malden
Palmer, Jennie Carolyn . . . . .	Cambridge
Payne, Elizabeth Perkins . . . . .	Wakefield
Prime, Charlotte Katherine . . . . .	Rowley
Randall, Mildred Frances . . . . .	Amesbury
Reid, Bertha . . . . .	North Reading
Riggs, Daisy May . . . . .	Gloucester
Riordan, Julia May . . . . .	Somerville
Rose, Anna Dorothy . . . . .	Medford
della Sala, Elenora Bianca . . . . .	Chelsea
Sands, Ethel May . . . . .	Amesbury
Sawyer, Frances Arline . . . . .	Lynn
Smith, Ethel Mae . . . . .	Amesbury
Smith, Hettie Christina . . . . .	Exeter, N. H.
Stetefeld, Marguerite Catherine Elizabeth . . . . .	Somerville
Stetson, Harriette Endicott . . . . .	Georgetown
St. Pierre, Eliza . . . . .	Salem

Strandal, Hannah Christine . . . . .	Pigeon Cove
Tenneson, Sadie Mathilda . . . . .	Arlington Heights
Townsend, Henrietta . . . . .	Prides Crossing
Tuttle, Abbie Frances . . . . .	Sanbornville, N. H.
Twombly, May Abbie . . . . .	Groveland
Walsh, Anna Rose . . . . .	Somerville
Webster, Marion Pearson . . . . .	Newburyport
Welsh, Josephine Elizabeth . . . . .	Malden
Whelpley, Blanche Lottie . . . . .	Arlington
Woolley, Rose Mary . . . . .	West Lynn
Wright, Ivy Lou . . . . .	Peabody

## STUDENTS IN SECOND YEAR OF THREE-YEAR COURSE

Broughton, Anna Margaret . . . . .	Cambridge
Bryant, Agnes Lee . . . . .	Winthrop
Campbell, Adaline Catherine . . . . .	Revere
Collins, Mary Hayden . . . . .	Everett
Driscoll, Timothy John . . . . .	North Andover
Eliason, Amelia Florence . . . . .	Gloucester
Farrell, Esther . . . . .	Chelsea
Fitts, Eva May . . . . .	North Reading
Hill, Marion Ruth . . . . .	Lynn
Kinsman, Clarice Hesson . . . . .	East Lynn
MacKnight, Carolyn Martina . . . . .	Revere
Manley, Helen Gertrude . . . . .	Medford
Moore, Gladys Emma . . . . .	Franklin Park
Neville, Azella Marie . . . . .	Salem
O'Donnell, Della Louise <sup>1</sup> . . . . .	Lynn
Oram, Lillian May . . . . .	Lynnfield
Parsons, Ruth Isabel . . . . .	Gloucester
Raymond, Lydia . . . . .	Essex
Walden, Ola Belle Susie . . . . .	Roxbury

## ADVANCED COURSE, ONE-YEAR.

George, Ida May . . . . .	Malden
Hourihan, Nellie Veronica . . . . .	Marblehead
McDade, Josephine Helen . . . . .	Lawrence
Parsons, Helen Gaffney . . . . .	Pigeon Cove
Randall, Beatrice Asenath . . . . .	Somerville
Ward, Mary Grace . . . . .	Marblehead
Williams, Mary Elizabeth . . . . .	Beverly

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<sup>1</sup> Was a member of the school less than three months.

## JUNIOR CLASS

Adams, Lydia Osgood . . . . .	Pittsfield, N. H.
Adams, Rachel Webster . . . . .	Pittsfield, N. H.
Anderson, Helen Natalie . . . . .	Everett
Ashby, Dorothy Rogers . . . . .	Salem
Babson, Anna Sanborn . . . . .	Pigeon Cove
Barrett, Nellie Temperly <sup>1</sup> . . . . .	East Dedham
Bartlett, Elizabeth Phillips . . . . .	Revere
Bassett, Elsa Lavinia . . . . .	North Andover
Boyd, Lillian Maude . . . . .	Chelsea
Breslasky, Bessie . . . . .	Dorchester
Buchanan, Mary . . . . .	Chelsea
Burbank, Marguerite Elizabeth . . . . .	Amesbury
Burns, Julia Hilda . . . . .	Gloucester
Burreby, Genevieve Lauretta . . . . .	Peabody
Bursey, Grace Mae . . . . .	Chelsea
Byron, Eleanor Marie . . . . .	Peabody
Canning, Marion Louise . . . . .	Lynn
Carroll, Josephine Mary <sup>1</sup> . . . . .	Lynn
Chouinard, Amelia Victoria . . . . .	Salem
Cochrane, Frances Agnes . . . . .	Salem
Collins, Alice Winifred . . . . .	Charlestown
Coyle, Ruperta Margaret . . . . .	Wilder, Vt.
Cressy, Helen Butler . . . . .	Beverly
Cummings, Elizabeth Mary . . . . .	Salem
Cunningham, Elinor . . . . .	West Somerville
Curry, Agnes Dolan . . . . .	East Lynn
D'Entremont, Mary Ursula . . . . .	Essex
Donaghue, Alice Eunice . . . . .	Boston
Donovan, Alice Marie . . . . .	Salem
Donovan, Helen Winifred . . . . .	Salem
Driscoll, Helen Frances . . . . .	Salem
Driver, Daisy Belle . . . . .	North Andover
Durgin, Alice Townsend . . . . .	Swampscott
Elliott, Olive Cressy . . . . .	Beverly
Epstein, Ethel Rhoda . . . . .	Dorchester
Everson, Mildred Frances . . . . .	Saugus
Fallon, Ethel Mary . . . . .	South Boston
Farr, Helen Margaret . . . . .	Somerville
Farrell, Catharine Irene . . . . .	Salem
Fitzgerald, Anna Marie . . . . .	Cambridge

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<sup>1</sup> Was a member of the school less than three months.

Galasso, Eva Victoria . . . . .	Boston
Gelavitz, Sophia . . . . .	Malden
Gibbs, Helen Pauline . . . . .	Danvers
Grant, Mary Elizabeth . . . . .	Merrimac
Griffin, Alice May . . . . .	Peabody
Gross, Ethel Mae . . . . .	Somerville
Haggett, Mary Louisa . . . . .	South Boston
Hames, Florence Emma . . . . .	Chelsea
Harnden, Dorothy Stacey . . . . .	Lynn
Harrington, Anna Mabel . . . . .	North Cambridge
Harris, Ruth Churchill . . . . .	Chelsea
Hatch, Esther . . . . .	Chelsea
Hedberg, Agnes Helena . . . . .	Malden
Hines, Ruth Gladys . . . . .	Beverly
Hogan, Charles Emerson . . . . .	Salem
Horton, Lillian May . . . . .	Gloucester
Igo, Ruth Frances . . . . .	Cambridge
Innis, Mae Marguerite . . . . .	West Somerville
Jordan, Helen Rose . . . . .	Beverly
Kalker, Dorothy . . . . .	Malden
Kalunian, Mary . . . . .	Cambridge
Kane, Collette Angela . . . . .	Somerville
Kane, Elizabeth Eustis . . . . .	Newburyport
Kaplan, Frances . . . . .	Boston
Keating, Agnes Mary . . . . .	Somerville
Kelly, Teresa Elizabeth . . . . .	South Groveland
Kelman, Arthur Raymond <sup>1</sup> . . . . .	Danvers
Knight, Edna Florence <sup>1</sup> . . . . .	Somerville
Laffey, Mary Alma . . . . .	Cambridge
Leahy, Katharine Frances . . . . .	North Cambridge
Lewis, Marion Frances . . . . .	Kittery, Me.
Littlefield, Abbie May . . . . .	East Lynn
Lorentzen, Laura . . . . .	Gloucester
Loschi, Margaret . . . . .	East Boston
Lovette, Maud Estella Frances . . . . .	Everett
Lowe, Anna Austin . . . . .	East Lynn
Lundgren, Dorothy Louise . . . . .	Somerville
Lyman, Carrie May . . . . .	Methuen
Lynch, Anna Gertrude . . . . .	South Boston
Lynch, Julia Frances . . . . .	Peabody
Macadam, Charlotte Muriel . . . . .	Dorchester
Magner, Alice Evelyn . . . . .	Salem

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<sup>1</sup> Was a member of the school less than three months.



Mahoney, Mary Alice . . . . .	Cambridge
Malone, Odessa Marion . . . . .	Chelsea
Marr, Helen Worcester . . . . .	Newburyport
Martin, Jessie Campbell . . . . .	Swampscott
McCann, Elizabeth Mary . . . . .	Cambridge
McCarthy, Mary Clare . . . . .	North Andover
McElroy, Helen Elizabeth . . . . .	Peabody
McGrail, Mary Theresa . . . . .	North Andover
McIntire, Mary Margaret . . . . .	Salem
McKenna, Mary Louise . . . . .	Somerville
McLean, Mary Elizabeth . . . . .	Roxbury
McNally, Genevieve Elizabeth . . . . .	Andover
Merrill, Grace E. <sup>1</sup> . . . . .	Marblehead
Misite, Adelina Gertrude . . . . .	South Boston
Moody, Pauline Frances . . . . .	Lynn
Murdock, Rose Estelle . . . . .	Chelsea
Murphy, Mary Josephine . . . . .	Cambridge
Neales, Helen Neales . . . . .	Chelsea
Nelson, Sinius Joseph . . . . .	Gloucester
Nute, Zora <sup>1</sup> . . . . .	Swampscott
O'Brien, Annie Elizabeth . . . . .	Sharon
O'Connor, Helen Neilan . . . . .	Revere
Parker, Eleanor Agnes . . . . .	Malden
Patriquin, Marion Elizabeth . . . . .	Lynn
Paul, Ethel May . . . . .	Revere
Pearson, Anna Maria . . . . .	Winthrop
Peebles, Fernald . . . . .	Winthrop
Perkins, Ruth Adele . . . . .	Melrose Highlands
Perry, Dorothy . . . . .	Lynn
Pingree, Eleanor . . . . .	South Hamilton
Porter, Marjorie Whitcomb . . . . .	Swampscott
Prescott, Edith Gertrude . . . . .	Salem
Prescott, Sara Beatrice . . . . .	Cliftondale
Quinlan, Helen Gertrude . . . . .	Reading
Roberts, Mildred Elinor . . . . .	Hyde Park
Rock, Mary Theresa . . . . .	Chelsea
Romkey, Alice Blanche . . . . .	Winchester
Ryan, Sabina Margaret . . . . .	Marblehead
Sailer, Ethel May . . . . .	Lynn
Scheib, Ida Emilie . . . . .	Arlington Heights
Schroeder, Florence Wilhelmina . . . . .	Somerville

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<sup>1</sup> Was a member of the school less than three months.

Schultze, Faith Hurlburt . . . . .	Northfield
Sewell, Alta Marie . . . . .	Lynn
Simpson, Beatrice Alethea . . . . .	East Lynn
Smith, Inez Evelyn . . . . .	Rowley
Spinney, Sibyl Iona . . . . .	Chelsea
Stamper, Lucy Elliot . . . . .	Salem
Stevens, Irene . . . . .	Newburyport
Sullivan, Alice Marie . . . . .	Dorchester
Sullivan, Eleanor Josephine . . . . .	West Lynn
Sweezey, Olive Lora . . . . .	Franklin Park
Sweezey, Rena Vivian . . . . .	Franklin Park
Talbot, Mary Elizabeth . . . . .	West Lynn
Tarbox, Pauline Elizabeth . . . . .	Malden
Thacher, Olive Wilson . . . . .	Beverly
Torngren, Lillie Tekla Alfreda . . . . .	Beverly
Turner, Gilbert West . . . . .	Salem
Turner, Mary Evelyn . . . . .	Lynn
Wade, Mary Foster . . . . .	Ipswich
Wedger, Mildred . . . . .	Chelsea
Wheaton, Edith Gertrude . . . . .	Malden
White, Richard James, Jr. . . . .	Lynn
Wiley, Ruth . . . . .	Wakefield
Wolfe, Izetta Rae <sup>1</sup> . . . . .	Gloucester
Wood, Marion Isabel . . . . .	Cambridge
Woodward, Rowena May . . . . .	Amesbury

### Students in Commercial Course

#### SENIOR CLASS

Brooks, Walter Roland . . . . .	Ipswich
Campbell, Mildred Ward . . . . .	Middleton
Carter, Ruth Hixon . . . . .	Winchendon
Chase, Lenox Elspeth . . . . .	Amesbury
Coman, Clara Louise . . . . .	Putnam, Conn.
Cromwell, Marion Judson . . . . .	Chelsea
Hatch, Pearl Catherine . . . . .	Middleton
Hutchinson, Myron Robin . . . . .	Salem
Johnson, Hazeltine Robinson . . . . .	Peabody
Kelly, Marion . . . . .	Everett
Lamb, Emma Jennie . . . . .	Orange
McLaughlin, Sarah Jane . . . . .	Nahant
Moriarty, Marion Agnes . . . . .	Danvers

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<sup>1</sup> Was a member of the school less than three months.

Mulally, Loretta Marion . . . . .	Danvers
Parziale, Anna Cecelia . . . . .	Chelsea
Poland, Emma . . . . .	Nahant
Rankin, Austin Mäder . . . . .	Beverly
Richards, Edmund Francis . . . . .	Peabody
Smith, Faustina Elena . . . . .	Newburyport
Vaile, Margaret Helen . . . . .	Danvers
Williams, Georgiana . . . . .	East Wenham

## STUDENTS IN SECOND YEAR OF THREE-YEAR COURSE

Adams, Persis Florence . . . . .	Franklin
Badger, Marie . . . . .	Framingham
Barrett, William Francois . . . . .	Lowell
Currier, Ruth Harriet . . . . .	Newburyport
Donovan, Alice Elizabeth . . . . .	Wakefield
Hiatt, Ruth Frances . . . . .	Malden
Howard, Ethel Gertrude . . . . .	Winthrop
Knowlton, Elsie Olive . . . . .	Pigeon Cove
Levine, Rosa . . . . .	Dorchester
Lind, Inez Elizabeth . . . . .	Malden
Mangan, Lucy May . . . . .	Pittsfield
Mansfield, Ruby Blanche . . . . .	Reading
Martin, Alice Leona . . . . .	Malden
McDonald, Beatrice Magdeline . . . . .	Cambridge
McGill, Frances Catherine . . . . .	Pittsfield
O'Rourke, Charles Philip . . . . .	Peabody
Phelps, Ethelind Mary . . . . .	Lynn
Pierce, Lester Ward . . . . .	Salem
Reed, Lois Jane . . . . .	Everett
Rigby, Alice Nathalie . . . . .	Melrose
Shields, Hazel Dean . . . . .	Melrose
de Sloovere, Teresa . . . . .	Webster
Turner, Andreas Wesley Sproule . . . . .	Lynn
Waite, Viola . . . . .	Malden

## STUDENTS IN SECOND YEAR OF TWO-YEAR COURSE

Hall, Annie . . . . .	Waltham
McCoy, Frank E. . . . .	Lynn
Olson, Charles Clarence . . . . .	Revere

## SPECIAL STUDENTS, ONE-YEAR COURSE

Hinckley, Clara Louise . . . . .	Boston
Hood, Mildred . . . . .	Brighton
Jones, Eva Alberta Martha . . . . .	Salem
McSweeny, Grace Catherine . . . . .	Pittsfield
Renfrew, Marion . . . . .	Dorchester

## SPECIAL STUDENTS, TWO-YEAR COURSE

Butler, Hazel Belle . . . . .	Hingham
Lynch, Rosamond Frances Ursula . . . . .	Danvers
Nichols, Mildred Ida <sup>1</sup> . . . . .	Groveland
Robbins, Helen Josephine . . . . .	Swampscott
Simonean, Toross . . . . .	Chelsea

## JUNIOR CLASS

Adams, George A. <sup>1</sup> . . . . .	Salem
Banyea, Bessie Marguerite . . . . .	Fitchburg
Bresee, Clarence Douglas . . . . .	Dorchester
Burke, Joseph Michael . . . . .	Lynn
Callaghan, Margaret Agatha . . . . .	North Easton
Cameron, William Smith . . . . .	Gloucester
Clark, Frank Melvin . . . . .	Everett
Donovan, Kathleen Elizabeth . . . . .	Newburyport
Elliott, Nettie Edna . . . . .	Stoneham
Gilmore, Frank John . . . . .	Peabody
Goodell, John Francis, Jr. . . . .	Peabody
Harris, Marjorie Linda . . . . .	Melrose
Hickey, Mary Catharine Margaret . . . . .	Cambridge
Holland, Katherine Elizabeth . . . . .	Charlestown
Holmes, Adaline Maud . . . . .	Waquoit
Horan, Mary Gertrude . . . . .	Hamilton
Keefe, Arthur Ignatius . . . . .	Charlestown
King, Georgiana . . . . .	North Attleborough
Lisk, Agnes Anna . . . . .	Smiths
McCarthy, Alice Rita . . . . .	Ayer
Millard, Leslie Cooper . . . . .	Ipswich
Parks, Walter Everett . . . . .	Gloucester
Potter, Mae Alice . . . . .	Newburyport

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<sup>1</sup> Was a member of the school less than three months.



Ross, Gertrude Margaret . . . . .	Salem
Stanton, Sturgis Towne . . . . .	Beverly
Stuart, Mae Claire . . . . .	Newton
Taggart, Gwendolyn Eva . . . . .	West Rindge, N. H.
Tenney, Constance Mary . . . . .	West Newton
Winchester, Elizabeth Billings . . . . .	Peabody

### Summary

Students of the elementary course . . . . .	283
Special students, elementary course . . . . .	7
Students of the commercial course . . . . .	74
Special students, commercial course . . . . .	13
	<hr/>
	377
Whole number of students from opening of school . . . . .	6,462
Whole number of graduates . . . . .	3,423
Number of certificates for special course of one or two years . . . . .	126



